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ABSTRACT

This book describes the framework for an individualistic approach to learning--critical self-directed learning (SDL). A preface explains what is meant by "critical practice of SDL," describes educational streams that have fed into the concept, and situates the context within which the ideas about critical SDL developed. The order of the chapters follows the nine main steps in critical SDL as it was applied: building a cooperative learning climate; analyzing the situation; generating a competency profile; conducting a diagnostic self-assessment of learning needs; drafting learning agreements; self-management of learning; reflection and learning; evaluation and validation of learning; and coordinating critical SDL. Each chapter is similarly structured, starting with a preview, a self-assessment exercise, and a critical overview of relevant concepts going on to examine each key factor, and bringing the whole to a final "conclusion." The rationale for and potential limitations of introducing the particular step are then considered. Finally, practical strategies for introducing each step are suggested. Detailed references are provided throughout for further reading. Where possible, the book presents brief extracts from and reflections on problems educators have faced in practice. Most extracts relate to community and health worker education in South Africa. Appendixes include a group process self-assessment and extracts from a handout for learners inexperienced in critical analysis and another on learning objectives. Contains 335 references and an index. (YLB)

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